



**Difficulty of Teachers in Developing School-Based Self-Learning Modules: Basis for I'm Assertive, Motivated to Focus Guro Development (iAM-FGD) Program**

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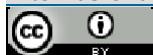
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**ABSTRACT**

This study aimed to develop intervention program based on teachers' level of difficulty in developing school-based Self-Learning Modules (SLMs) among thirty-eight teachers of Glan-Padidu National High School, SY 2020-2021. It utilized correlational quantitative and qualitative research designs. Results revealed that respondents have difficulty in developing school-based SLMs in content with 2.228 composite mean; variation of teaching methods and learning activities with 1.763 weighted mean; presentation with 2.535; assessment with 2.544; and language with 2.579. Furthermore, there is a significant relationship between educational attainment and language with negative correlation - the lower the educational attainment of teachers, the higher the level of difficulty experienced. Hence, teachers are encouraged to pursue graduate studies. The I'm Assertive, Motivated to Focus Guro Development (iAM-FGD) Program was conducted to enhance the knowledge, skills, and attitude among teachers who experienced difficulties in developing school-based SLMs. Focused group discussion by learning area was held. Teachers prepared a lesson plan from their developed school-based SLMS. They presented and defended why they used such teaching strategies and learning activities. Technical assistance was provided by instructional coaches. Fellow teachers shared insights on: "What specific learning activity and teaching strategy is worth emulating?".

## **INTRODUCTION**

Over 1.2 billion children worldwide are reportedly affected by the novel coronavirus (COVID-19) pandemic in 186 countries. As a result, education has evolved significantly, taking place remotely and on digital platforms (Li & Lalani, 2020). Success and effectiveness of the distance learning “depends heavily on the study material, particularly in the form of printed course material” (Zabidi, Kumar, Fadzil, Husain, 2017).

In the Philippines, the "most popular choice" for both parents and students is the printed Self-Learning Modules (SLMs) according to the Department of Education (2020). The shortage of printed modules has, thus, been the most pressing and persistent concern prior to school opening (Malipot, 2020).

Since the K-12 Curriculum demands that the curriculum be contextualized and global, as well as versatile enough to allow and motivate schools to localize, indigenize, and grow it in their respective educational and social frameworks, the creation and development of locally generated teaching materials would be promoted (Department of Education, 2013). In contextualized teaching and learning approach, basic skills in writing and concrete applications of content and technical skills are attributed to promote and improve learning and skills development (Qudsyi, 2017). School teachers strive hard to respond to the call of developing contextualized learning materials. However, during the three quarters of the school year, teachers developed only 70 to 75% of the Most Essential Learning Competencies (MELCs) prior to the start of week 1 of every quarter. They are faced with challenges in accomplishing the task due to limited experience and skills. Thus, this study aimed to serve as a source for the creation of a program to address the difficulty in developing school-based Self-Learning Modules of the teachers of Glan-Padidu National High School.

The innovation is focused on providing assistance to teachers in learning material development as they transfer knowledge to learners. To address difficulty in developing school-based SLMs among all teachers, the **iAM-FGD** (I'm Assertive, Motivated to Focus Guro Development) was conducted to enhance teachers' knowledge, skills, and attitude. This innovation to develop school-based SLMs is a school initiative ensuring the delivery of instruction amidst new normal. More importantly, it is when contextual learning should be employed.

The “**iAM-FGD**” program is an intervention program to enhance the knowledge, skills, and attitude among teachers who experienced difficulties in developing school-based Self-Learning Modules for the last three quarters. It is a built-in package in conducting the professional development program through in-service training of teachers. Teachers prepared a lesson plan from the chosen topic of their developed SLMs. During Focus Group Discussion, they were given time to present and defend why they used particular teaching strategies and learning activities. Technical assistance appropriate to their respective learning area was provided by the School Head and Department

Heads. Fellow teachers shared insights and discussed on: “What learning activity and teaching strategy is worth emulating?”

## METHODOLOGY

### *Participants and other Sources of Data and Information*

This study used purposive sampling with total enumeration technique having thirty-eight teachers of Glan-Padidu National High School, School Year 2020-2021. The sources of data and information were the demographic profile of the respondents, the adopted questionnaire, and the interview.

### *Data Gathering Methods*

This action research utilized correlational quantitative and qualitative research designs. The respondent’s profile leading to the level of difficulty experienced in developing school-based self-learning modules were determined through survey questionnaire adopted from DepEd Region XII LRMS section. The researchers asked permission from the District In-charge to conduct the study. Upon its approval, the researchers administered the questionnaire and conducted interview through focus group discussion during the Skeleton Work Force schedule of the teachers.

### *Plan for Analysis*

The data gathered were treated statistically using frequency count and percentage. To describe the demographic profile of teachers, frequency count and percentage were used. To determine the level of difficulty experienced by the teachers in developing school-based self-learning modules, weighted mean and rank were utilized. To determine the significant relationship on the level of difficulty experienced by the respondents in developing school-based self-learning modules, Spearman’s rho correlation was employed. The IDI records went through in-depth analysis through transcription, thematic analysis, categorizing, and interpreting data.

## RESULTS

This chapter presents the results and discussions of the research questions in the statement of the problem.

VARIABLE	AGE				SEX			EDUCATIONAL ATTAINMENT		
	Below 36	36-55	Above 55	Total	Male	Female	Total	Masters	Bachelors	Total
Frequency	17	14	7	38	12	26	38	4	34	38
%	44.74	36.84	18.42	100	31.58	68.42	100	10.53	89.47	100

Table 1. Demographic Profile of Teachers

Table 1 presents the respondents’ profile in terms of age, sex, and educational attainment. It is shown that 17 or 44.74% of the respondents are below 36 years old, 14 or 36.84% are in the age range of 36-55 years, and 7 or 18.42% above 55 years old. As to sex, 26 or 68.42% of the respondents are female

while 12 or 31.58% are male. Majority of the respondents, 34 or 89.47% have bachelors’ degree as their highest educational attainment, while only 4 or 10.53% have Master’s diploma.

Areas		Weighted Mean	Interpretation	Rank
Content	a. suitability to the learner’s level of development	2.526	Difficult	3
	b. variation of teaching methods and learning activities	1.763	Very Difficult	1
	c. sufficiency of the development of each specific MELCs.	2.395	Difficult	2
Composite Mean		2.228	Difficult	1
Language	a. appropriateness of vocabulary level to the target user’s experience and understanding.	2.526	Difficult	2
	b. assuredness that the material is free from grammatical, factual, conceptual and computational errors.	2.316	Difficult	1
	c. promotion of desirable values and traits such as pride in being a Filipino, desire for excellence, honesty and trustworthiness, respect, critical and creative thinking	2.895	Neutral	3
Composite Mean		2.579	Difficult	4
Presentation	a. presentation that promotes engagement and supports understanding to the target users.	2.474	Difficult	2
	b. presentation that is logical and has smooth flow of ideas	2.289	Difficult	1
	c. appropriateness of the use of media (images, illustrations) that enhances the presentation of the lesson	2.842	Neutral	3
	Composite Mean	2.535	Difficult	2
Assessment	a. alignment of assessment to the specific objective, content.	2.658	Neutral	3
	b. variation of assessment types	2.5	Difficult	2
	c. formulation of questions and other assessment activities	2.474	Difficult	1
Composite Mean		2.544	Difficult	3
Overall Mean		2.471	Difficult	

\* $p \leq 0.05$

Table 2. Level of Difficulty Experienced in Developing School-Based SLMs

Table 2 presents that it is difficult for the respondents to develop self-learning modules with an overall mean of 2.471. Content ranks first in the level of difficulty in developing modules with a mean of 2.228, especially in the variation of teaching methods and learning strategies as evidenced by a weighted mean of 1.763 since the teachers need to consider the individual

differences of the learners (Sejpal, 2013), followed by presentation, assessment, and language with means of 2.535, 2.544 and 2.579, respectively. This difficulty is acceptable since teachers need to develop modules that are attractive, engaging and effective for the learners (EHL Insights, 2020).

Variables	$r_s$	$p$ - value	Decision	Verbal Interpretation
<b>Age</b>				
Content	0.117	0.489	Accept Ho	Not significant
Language	0.118	0.486	Accept Ho	Not significant
Presentation	-0.159	0.346	Accept Ho	Not significant
Assessment	-0.133	0.432	Accept Ho	Not significant
<b>Sex</b>				
Content	0.124	0.466	Accept Ho	Not significant
Language	0.154	0.364	Accept Ho	Not significant
Presentation	-0.094	0.579	Accept Ho	Not significant
Assessment	0.010	0.951	Accept Ho	Not significant
<b>Educational Attainment</b>				
Content	-0.060	0.725	Accept Ho	Not significant
Language	-0.335	0.042	Reject Ho	Significant
Presentation	-0.099	0.559	Accept Ho	Not significant
Assessment	-0.103	0.543	Accept Ho	Not significant

Table 3. Significant Relationship between the Demographic Profile and the Level of Difficulty in Developing School-Based SLMs of the Teachers

The table presents that there is no significant relationship in terms of age and sex vis-à-vis content, language, presentation and assessment. However, there is no significant relationship in educational attainment vis-à-vis content, presentation, and assessment, except in language with negative correlation which means the lower the educational attainment, the higher the difficulty. Teachers with master's diploma have a deeper level of understanding allowing them to have better teaching practices as well as confidence in assuring that their materials are free from errors (Masters in Education, 2012).

Significant Statement	Concept
<i>I need to consider the individual differences of the learners.</i>	Difficulty in developing learner-centered activity
<i>Nahirapan ako sa kuan, how can I develop assessment based on MELCs.</i>	Difficulty in developing assessment activity
<i>Learner-centered activity sa gyud.</i>	Difficulty in developing learner-centered activity
<i>How my students understand my module.</i>	Doubting the effectiveness of SLMs
<i>Can they cope-up with the lessons?</i>	Students' coping mechanism on SLMs
<i>I don't know my confidence on my SLMs.</i>	Self-confidence is on a test
<i>My SLMs target the interest of the students.</i>	Developing learner-centered activity
<i>Kaya ko ba to use laptop?</i>	Questionable ICT skills

<i>Help me sa pag-formulate ug quizzes!</i>	Difficulty in developing assessment activity
<i>Out of references ngyud ko.</i>	Problem in references to be utilized
<i>Pabalik-balik na lang gyud akong activities.</i>	Difficulty in developing learner-centered activity

Table 4. Experiences of Teachers in Developing School-Based SLMs

Table 3 presents the emerging themes after the in-depth analysis of data. The top two themes that emerged: first, difficulty in designing strategies, which is supported by Vieluf, Kleime and Bayer (2012) that “high quality instruction is often defined by the use of a variety of teaching strategies allowing for both teacher-directed and self-regulated learning.”; second, difficulty in formulating assessment activities as teachers trying to connect to the interest of students. In the study of Walkington (2013), it showed that connecting the math problems to students’ interests increased student’s performance, especially with more cognitively challenging problems and for struggling students.

### CONCLUSIONS AND RECOMMENDATIONS

1. Developing a contextualized Self-Learning Module, especially in the new normal, is beneficial to address gaps in sourcing out learning resources. Despite the challenges encountered by teachers, with high morale, they were able to prove their worth and contribute to the urgent call of time - to continue education amidst pandemic.
2. Development of contextualized Self-Learning Modules should be the focus in future school interventions to address multi-factors concerning students’ academic performance.
3. The school administration should conduct enhancement training to address the difficulty experienced by the teachers in developing school-based self-learning modules.
4. School-based Self-Learning Modules should be utilized to address the contextual needs of students.
5. Teachers should pursue professional growth by enrolling graduate programs.

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